

Curriculum: Required Instruction - ECA

Required Core Curriculum

The District's curriculum shall at least meet the minimum requirements of state law and State Board rules. Those minimum requirements are to contain the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. The District may add elements at its discretion but shall not delete or omit instruction in the essential elements.

In addition, the District shall provide character education in connection with regular schoolwork, through an integrated curriculum approach. Instruction in this area shall emphasize honesty, temperance, morality, courtesy, obedience to law, respect for and an understanding of the constitutions of the United States and the State of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character that will promote an upright and desirable citizenry and better prepare students for a richer, happier life.

As required by statute, the District shall report to the lieutenant governor and the Commission on Civic and Character Education each year by December 30 a report summarizing how civic and character education are achieved in the District through an integrated school curriculum and in the regular course of school-work.

Utah Code Ann. § 53A-13-109(6)(2011)

K-6 Core Curriculum

The general core curriculum in grades K-6 shall consist of:

1. Grades K-2:
 - a. Reading/Language Arts
 - b. Mathematics
 - c. Integrated Curriculum
2. Grades 3-6:
 - a. Reading/Language Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
 - e. Arts
 - i. Visual Arts
 - ii. Music
 - iii. Dance
 - iv. Theatre
 - f. Health Education
 - g. Physical Education
 - h. Educational Technology
 - i. Library Media

Utah Admin. R-277-700-4.B ~~(June 7, 2012)~~ (December 8, 2014)

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Informal assessment will occur on a regular basis to ensure continual student progress. State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, science and (in grade five) effectiveness of written expression. Utah Admin. Rules §277-700-4.E, F (December 8, 2014)

Grades 7-8 Core Curriculum

In grades 7-8, students shall take a minimum of 12 total units. The District shall teach, and each student shall take, the following units:

1. Language Arts – 2 units
 2. Mathematics – 2 units
 3. Science – 1.5 units
 4. Social Studies – 1.5 units
 5. The Arts – 1.0 units
 - a. Visual Arts
 - b. Music
 - c. Dance
 - d. Theatre
 6. Physical Education – 1.0 unit
 7. Health Education – 0.5 unit
 8. Career and Technical Education, Life, and Careers – 1.0 unit.
- Utah Admin. Rules R277-700-5B (~~June 7, 2012~~)(-December 8, 2014)*

State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, effectiveness of written expression (in grade eight) and science (in grades seven and eight).

Utah Admin Rules R277-700-4.F (December 8, 2014)

Utah Admin Rules R277-700-5.F (December 8, 2014)

Grades 9-12 Core Curriculum

The minimum number of core curriculum credits required for students in grades 9-12 shall be 18, as follows:

1. Language Arts – 4 units, including:
 - a. Ninth grade level (1 unit)
 - b. Tenth grade level (1 unit)
 - c. Eleventh grade level (1 unit); and
 - d. Applied or advanced language arts credit (1 unit), consistent with the student's SEOP, from a list of courses approved by the Board of Education and the State Office of Education, which courses
 - i. Are within the field/discipline of language arts, with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;
 - ii. Provide instruction that leads to student understanding of the nature and disposition of language arts;
 - iii. Apply the fundamental concepts and skills of language arts;
 - iv. Provide developmentally appropriate content; and

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- v. Develop skills in reading, writing, listening, speaking, and presentation.
2. Mathematics – 3 units.
- a. This requirement shall be met minimally through successful completion of ~~a combination of~~ the foundation or the foundation honors courses, Secondary Mathematics I, Secondary Mathematics II and Secondary Mathematics III, ~~as determined by the student's SEOP.~~
- b. With a written request from the student's parent or guardian, a student may opt out of Secondary Mathematics III. In that case, the student shall successfully complete another mathematics course from among the advanced and applied mathematics courses on the State Board of Education's list of approved mathematics courses.
- c. Seventh and eighth grade students may earn credit for one of the mathematics foundation courses before 9th grade, consistent with the student's SEOP and if at least one of the following criteria are met:
- The student is identified as gifted in mathematics on at least two different USOE-approved assessments;
 - The student is dual enrolled at the middle school/junior high school and the high school;
 - The student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade; or
 - The student takes the USOE competency test in the summer prior to 9th grade and earns high school graduation credit for the course.
- d. For other students (than those in the prior section) who earn credit for a foundation course before 9th grade, the student shall still fill the required 3 units of credit by successful completion of other mathematics courses approved by the State Board of Education, consistent with the student's SEOP, which courses:
- Are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles knowledge, and skills;
 - Provide instruction that leads to student understanding of the nature and disposition of mathematics;
 - Apply the fundamental concepts and skills of mathematics;
 - Provide developmentally appropriate content; and
 - Include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.
- e. Students who area gifted and students who are advanced may also
- Take the honors courses at the appropriate grade level; and
 - Continue taking higher level mathematics courses in sequence through Grade 11, resulting in a higher level of mathematics proficiency and increased college and career readiness.
- ef. A student who successfully completes a Calculus course has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.
- fg. Students should consider taking additional credits during their senior ~~year~~ which year, which align with their ~~—~~postsecondary career or college expectations. Those students who desire a four year college degree in a science,

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- _____ technology, engineering or _____ mathematics (STEM) career area should take a _____ calculus course.
3. Science – 3 units, including
 - a. 2 units from the four science foundation areas:
 - i. Earth Systems Science – 1.0 unit
 - ii. Biological Science – 1.0 unit
 - iii. Chemistry – 1.0 unit
 - iv. Physics – 1.0 unit; and
 - v. Computer Science; and
 - b. 1 unit, consistent with the student’s SEOP, from the foundation courses or a list of applied or advanced science courses approved by the Board of Education and State Office of Education, which courses
 - i. Are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge and skills;
 - ii. Provide instruction that leads to student understanding of the nature and disposition of science;
 - iii. Apply the fundamental concepts and skills of science;
 - iv. Provide developmentally appropriate content;
 - v. Include the areas of physical, natural, or applied sciences; and
 - vi. Develop students’ skills in scientific inquiry.
 4. Social Studies –3 units, including:
 - a. Geography for Life – 0.5 unit
 - b. World Civilizations – 0.5 unit
 - c. U.S. History – 1.0 unit
 - d. U.S. Government and Citizenship – 0.5 unit
 - e. General Financial Literacy – 0.5 units
 5. Arts – 1.5 units from any of the following areas:
 - a. Visual arts
 - b. Music
 - c. Dance
 - d. Theatre
 6. Physical and Health Education – 2.0 units including:
 - a. Health – 0.5 unit
 - b. Participation Skills – 0.5 unit
 - c. Fitness for Life – 0.5 unit
 - d. Individualized Lifetime Activities (0.5 unit) or team sport/athletic participation (maximum of 0.5 unit with school approval)
 7. Career and Technical Education – 1.0 unit from among the following areas:
 - a. Agriculture
 - b. Business
 - c. Family and Consumer Sciences
 - d. Health Sciences and Technology
 - e. Information Technology
 - f. Marketing
 - g. Technology and Engineering Education

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- h. Trade and Technical Education
8. Educational Technology – 0.5 unit as follows:
 - a. Computer Technology (0.5 units from a State-approved list of courses) ~~for the class of this name~~ or
 - b. At the school's discretion, for successful completion of a state-approved competency examination
9. Library Media Skills (integrated into the subject areas)
Utah Admin. Rules R277-700-7 ~~(November 8, 2010)~~ (December 8, 2014)

Elective Credits

In addition to the credits beyond the 18 units of required core curriculum credit, students earn 14 additional credits to qualify for graduation.

[Note: Because students must earn at least 24 credits to graduate, including the 18 core curriculum credits, the students must earn at least 6 elective credits. However, the Board of Education may require more than 24 credits to graduate, thereby increasing the number of elective credits. This section will need to be tailored depending on whether the Board requires more than 24 credits.]

Utah Admin Rules R277-700-7E,F, F ~~(November 8, 2010)~~ (December 8, 2014)

Juab High School 5x5 Block Schedule

Beginning with school year 2012-2013 graduation requirements will reflect the following within the 5x5 high School block schedule:

Credits Required

<u>2012-2013</u>	<u>24</u>
<u>2013-2014</u>	<u>27</u>
<u>2014-2015</u>	<u>30</u>
<u>2015-2016</u>	<u>32</u>
<u>2016 -</u>	<u>32</u>

Assessment of Student Mastery of Core Curriculum

The Board of Education is responsible to provide students with access to the courses in the basic academic subjects of the core standards for Utah public schools established by the State Board of Education, and for students' mastery of those standards. Student mastery of the core standards shall be evaluated through District participation in U-PASS testing as directed by the State Board of Education. Students who have not achieved mastery of the core stands will be provided remediation assistance as provided for by State statute and State Board of Education regulations. ~~core curriculum established by the State Board of Education, and for students' mastery of that core curriculum. Student mastery of the core curriculum shall be evaluated through District participation in U-PASS testing as directed by the State Board of Education. Students who have not achieved mastery of the core curriculum will be provided remediation assistance as provided for by State statute and State Board of Education regulations.~~

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Utah Admin. Rules R277-700 (~~November 8, 2010~~) (December 8, 2014)

Utah Code Ann. 53A-1-603 (2013)

Utah Code Ann. 53A-13-104 (2013)